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ABSTRACT

Results are reported from a study of 21 student teachers (interns) enrolled at Western Michigan University during 1993. Data were collected from the interns via a 60-item questionnaire. Eight of the subjects were assigned to a secondary professional development school (PDS) for their student teaching internship and were enrolled in a redesigned education seminar, structured to complement the PDS internship, which stressed reflection inquiry into the intern's teaching practice. The weekly seminar was held at the PDS during the school day. The remaining subjects participated in standard seminars and completed their internship in a non-PDS secondary school. The first major purpose of the study was to investigate perceptions among the interns regarding the six design principles for professional development schools, which emerged from the Holmes Group. The second purpose was to assess the effectiveness of the redesigned seminar, which is a requirement of the student teaching internship. Findings indicate that both groups of student interns felt that their seminars increased understanding of teaching concepts and principles. Statistically significant differences between the two groups were found for some of the items related to PDS principles, although a majority of the student interns generally supported the beliefs underlying PDS design principles. There was some evidence of differences in beliefs between researchers and interns over at least one design principle (creating a new institution). The four appendices include summaries of the data collected, the data collection questionnaire, a course outline for the redesigned seminar, and several worksheets used in the course. (IAH)

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Restructuring Teacher Preparation: Seminar and Related Activities within a Secondary Professional Development School

Association of Teacher Educators
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Atlanta, Georgia

Presenters

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February 15, 1994

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Abstract

Restructuring Teacher Preparation: Seminar and Related Activities within a Secondary Professional Development School

by
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Background

During the Winter of 1993 a study was conducted involving 21 Western Michigan University student teachers (interns). Eight of the interns were participating in a redesigned ED 410: Seminar in Education while the remainder were participating in regular on-going seminars.

Purposes of Study

The major purposes in researching the two intern groups were to:

1. study the perceptions among novice professionals (interns) regarding the design principles for professional development schools (PDS), and;

2. assess the effectiveness of a redesigned seminar required during the student teaching internships.

Research Design

A 60 item *Student Teacher Development Questionnaire* was designed by the authors and administered to the eight student interns participating at Battle Creek Central High School and thirteen other interns participating in secondary schools and standard seminars at the end of the 1993 Winter semester.

A total of 7 survey items in the *Student Teacher Development Questionnaire* pertained to respondent demographics. The survey contained 42 belief statements which were associated with the six PDS design principles. The authors were interested in the degree of agreement and disagreement between the groups for each of the belief statements. The remaining 11 statements on the *Student Teacher Development Questionnaire* dealt with intern perceptions about the design of the related seminar experience.

Conclusions

The following conclusions can be drawn from the results of the related research:

1. A majority of interns from both groups believed that the required seminar increased understanding of teaching concepts and principles.

2. A majority of interns from both groups felt that the required seminar should focus on problems and issues affecting education and discussion of teaching practice.

3. A majority of interns from both groups supported the activities used in the restructured PDS seminar to broaden and expand their professional development.

4. Statistically significant differences among the two groups were identified for several belief statements by using the Fisher exact test for significance. These differences were found in statements dealing with PDS principles #1, #2, and #5.

5. A majority of students interns generally support the beliefs underlying PDS design principles. Differences in beliefs between the researchers and the interns centered most frequently on PDS Design Principle #6: Creating a new institution.

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Restructuring Teacher Preparation: Seminar and Related Activities within a Secondary Professional Development School

Background

Battle Creek Central High School located in Battle Creek, Michigan is a comprehensive high school with over 1300 students in grades 10-12. The school has a diverse student body with 66% Caucasian, 33% African-American, and 1% other minorities.

Battle Creek Central High School (BCCHS) was designated during the 1992-93 school year a Professional Development School (PDS) by the Michigan Partnership for New Education (MPNE). The Michigan Partnership for New Education is a cooperative effort of school districts, universities, business, and governmental entities within the State of Michigan (MPNE, 1990).

Schools designated by the Michigan Partnership for New Education adhere to the Holmes Group principles in their design and mission. According to the Holmes Group (Holmes Group, 1990), six underlying principles are fundamental to the design of Professional Development Schools. These design principles are:

Principle #1: Teach for understanding so that students learn for a lifetime.

Principle #2: Organize the school and its classrooms as a community of learning.

Principle #3: Hold ambitious learning goals for everybody's children.

Principle #4: Teach adults as well as children.

Principle #5: Make reflection and inquiry the central feature of the school.

Principle #6: Invent a new organization.

Using identified criteria for designation as a PDS the Partnership provides funding for a variety of school improvement projects. (MPNE, 1991) As a designated Professional Development School, Battle Creek Central High School works on a variety of school improvement projects in cooperation and collaboration with faculty from Michigan State University (MSU) and Western Michigan University (WMU). One of these funded projects was identified as the Teacher Support Project.

Teacher Support Project

The 1992-93 Teacher Support Project at BCCHS involved three distinct areas: 1) preparation of new professionals , 2) support for mentors, and ; 3) related research. This paper will focus on the preparation of new professionals and related research dealing with intern teachers.

All student teachers, hereafter, called interns, at Western Michigan University participate in a 15 week student internship experience and are required by the university to concurrently enroll in a related 2 credit hour seminar entitled "ED 410: Seminar in Education." A standardized course syllabus and coursepak is used for the seminar by all university coordinators.

During the second semester (Winter 1993) a total of eight student interns from Western Michigan University were placed at Battle Creek Central High School. The interns placed at BCCHS were assigned to a total of four hours of teaching per day with teaching experiences required in both their major and minor teaching areas.

As part of the Teacher Support Project at BCCHS the required seminar was redesigned and taught by Drs. Robert Hill from MSU and Carl A. Woloszyk from WMU.

Planning and development of the Winter semester seminar was heavily influenced by *Tomorrow's Schools* (Holmes Group, 1990). Other research which identified barriers to learning to teach in the traditional model of student teaching also guided our thinking (Zeichner, 1992; Goodlad, 1990; Comer, 1988; Cummins, 1986; Villegas, 1991).

Tomorrow's Schools asserts that continuing education and improving the practice of PDS faculty best emerges from an agenda of inquiry and reflection. It follows then that the central feature of Professional Development Schools should be reflection and inquiry. Matters such as organization, curriculum, and methods of teaching should be the focus of inquiry. Inquiry is defined as the common task of both university and school faculty.

Because teaching is a difficult and complex activity, a teacher must constantly reflect on his/her teaching, if teaching is to be successful. It is appropriate then, that anyone learning to teach should be trained in the process of reflection. The earlier this training begins the better, because research indicates reflection is a developmental process (Cruickshank, 1987).

Among the barriers common to the traditional model of student teaching are the lack of reflection upon one's own teaching, the ignoring of the social and institutional contexts in which teaching takes place, almost exclusive attention to an individual classroom, and the disregarding of differences in values, lifestyles, and cultures between the school and community.

One other factor influenced on our decision to structure the student teaching seminar differently. Our own experiences and that of our colleagues indicated that related student teaching seminars failed to impact on intern

beliefs about practice and further that related seminars were generally viewed unfavorably by the participants.

Since the eight intern teachers were participating at a designated PDS site, it seemed reasonable that their preparation should focus on the development of habits of inquiry: critical reflection, mutual discourse, questioning, trying out, and evaluating new ways of teaching.

With this in mind we sought to design a seminar and internship that made inquiry into one's teaching practice the conceptual focus of the internship experience. Activities and experiences intended to achieve this focus were designed in a way which we believed would overcome the common barriers to intern learning.

During the seminar, each intern was required to:

1. reflect and write about various principles and practices appropriate to professional development schools using learning journals,

2. discuss, critique, and implement various instructional strategies and practices for different classroom management situations, and;

3. develop a teaching portfolio containing materials appropriate for a prospective teaching position.

Reflection and inquiry were explicitly stated in Goals One and Two. In Goal Three a clear understanding and demonstration of the practice of inquiry was also implied in the design of the completed teaching portfolio. Seminar deliberation and inquiry were organized around the six principles for the design of the Professional Development Schools.

Seminar Activities

Seminar activities were held on Wednesdays from 1:00 PM to 3:00 PM. Scheduling this activity during the school day was done to model that inquiry should be a major part of a teacher's work.

Each seminar began with an opening activity focusing on problems of student learning and teacher practice. Each intern was asked to identify one successful (or unsuccessful) teaching event for the week, to explain why it was successful; to explain how it related to a PDS principle; and how the conditions/results of the event caused the intern to think about changes.

Seminar sessions were organized around PDS principles and interns were required to write and reflect in weekly learning journals and complete a classroom management case study. Discussions focused on the situation, relationship to PDS principles, identification of possible interventions, selection of the intervention used, and the rationale for its use. Topics such as school organization, rules, and regulations, curriculum, student assessment, and methods of teaching were frequently the focus of the case study.

Job shadowing experiences of five different sets of educators (administrators, counselors, teachers from another discipline, support personnel and club advisors) were conducted by the interns. Site visitations were conducted to a regional education agency, central administration, and an area vocational center. Guest speakers including a school administrator and police liaison officer were also part of the related seminar activities. These activities were designed to broaden an intern's understanding of the PDS concept of community of learners.

Related Research Activities

The authors were interested in discovering the degree of support for activities incorporated into a redesigned seminar for intern teachers.

In addition, the authors hypothesized that significant differences in beliefs might be present between the PDS and standard school site interns

regarding PDS design principles, as a result of the internship and seminar experiences.

Accordingly, a *Student Teacher Development Questionnaire* was designed by the authors and administered to the eight student interns participating at Battle Creek Central High School and thirteen other interns participating in secondary schools and standard seminars at the end of the Winter semester. Data for the study, therefore, totaled 21 intern teachers. The questionnaire had a total of 60 statements and contained seven demographic data questions, 42 statements organized around the six PDS design principles and 11 statements regarding intern perceptions about the required intern seminar. The major purposes in researching the two intern groups were to:

1. study the perceptions among novice professionals (interns) regarding the design principles for professional development schools, and;

2. assess the effectiveness of a redesigned seminar required during the student teaching internships.

Through the use of a survey questionnaire the authors sought to determine if changes in beliefs were present among interns prepared in a designated professional development school with those prepared in standard settings.

Demographic data for the two groups is presented on Appendix A. In designing the *Student Teacher Development Questionnaire* the authors created 42 statements and organized them under each of the PDS design principles. The authors were interested in the degree of agreement and disagreement which was present for each of the design principles. A comparison between the beliefs of the researchers and the student interns by group is found in Appendix B.

The remaining 11 statements on the *Student Teacher Development Questionnaire* dealt with intern perceptions about the design of the related seminar experience and can be found on Appendix C. The *Student Teacher Development Questionnaire* is shown in Appendix D.

Respondents were told that there were no right or wrong answers. Responses to the statements were designed to be based upon the internship experience of each respondent. Where this was not possible, the respondents were told to respond from prior experiences.

Respondents were asked to record their answers using a five point scale ranging from "disagree" to "agree strongly" for 42 questions regarding their beliefs about education and the 11 responses regarding seminar activities. The response categories were:

1= Disagree

2= Disagree Somewhat

3= Neutral (respondents were advised to use this response as infrequently as possible)

4= Agree Somewhat

5= Agree Strongly

The authors created a total of forty-two belief statements, which were felt to be associated with and inherent within each of the six PDS design principles identified by the Holmes group.

The null hypothesis for all the forty-two selected belief statements was that there were no statistically significant differences between the agree and disagree intern responses from the PDS group as compared with the agree and disagree intern responses from the standard group.

Respondents who answered "Strongly Agree", and "Agree Somewhat", to the survey statements were identified as agree respondents. Respondents

who answered "Disagree", "Disagree Somewhat" and "Neutral" answers were identified as disagree respondents.

Descriptive data was obtained for all the belief statements. A statistical comparison of the responses was made for the 42 selected belief statements from the using a Fisher exact test. By using this statistical test significance at the .05 level was reached for a total of 4 belief statements.

Results

A total of four belief statements from the forty-two selected by the authors for analysis had significant differences between the two groups. The four statements which were found to be significant at the .05 level of significance are shown on Table #1.

Table 1

Statistically Significant Statements

Statement	PDS group	Standard Group	Significance
Principle #1: Teach for Understanding			
1. The main work of all students ought to be to explain complexity rather than drill and practice to learn basic skills and concepts. Statement #43)	7 (87.5%) Agree	8 (61.5%) Disagree	.037
Principle #2: Organize the School as a Community of Learners			
2. . The classroom teacher is the primary influence on student learning. (Statement #10)	7 (87.5%) Disagree	8 (61.5%) Agree	.037
3. Children with special needs should be included in regular classrooms. (Statement #44)	4 (50%) Agree	12 (92.3 %) Agree	.047

Table 1 (continued)

Principle #5: Make reflection and Inquiry a Central Feature			
4. A key element in changing a school is teachers who reflect and raise questions about their practice. (Statement #47)	5 (62.5%) Agree	13 (100%) Agree	.042

Conclusions

The following conclusions can be drawn from the results of the related research:

1. A majority of interns from both groups believed that the required seminar increased understanding of teaching concepts and principles.

2. A majority of interns from both groups felt that the required seminar should focus on problems and issues affecting education and discussion of teaching practice.

3. A majority of interns from both groups supported the activities used in the restructured PDS seminar to broaden and expand their professional development.

4. Statistically significant differences among the two groups were identified for several belief statements. These differences were found in statements dealing with PDS principles #1, #2, and #5.

5. A majority of students interns generally support the beliefs underlying PDS design principles. Differences in beliefs between the researchers and the interns centered most frequently on creating a new institution.

Recommendations

As a result of this research the following recommendations are made:

1. Related seminar for interns teachers should focus on teaching practice, inquiry, and reflection.

2. Related seminar activities should incorporate job shadowing, visits to educational agencies, case studies, and guest speakers to contribute to an understanding of the social context in which a school operates.

3. Professionals interested in the design of professional development schools should continue to measure intern support for the values inherent to professional development schools.

4. Similar studies should be conducted at other PDS sites to substantiate both overall staff belief changes and individual changes which might occur over time through seminar activities in a PDS setting.

5. Colleges of Education should periodically survey student interns to assess whether intern beliefs are consistent with the mission, goals, and objectives of the College.

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Appendix A

Demographics
ED 410: Seminar in Education
Winter '93

Statement	Respondents in agreement		
	All (21)	PDS (8)	Others (13)
#1 Sex			
Male	52.4% (11)	62.5% (5)	46.2% (6)
Female	47.6% (10)	37.5% (3)	53.8% (7)
#2. Race			
Hispanic	4.8% (1)		7.7% (1)
White	95.2% (20)	100% (8)	92.3% (12)
#3. Age Grouping			
20-25	71.4% (15)	75% (6)	69.2% (9)
26-30	14.3% (3)	12.5% (1)	15.4% (2)
31-35	4.8% (1)	12.5% (1)	
36-40	0.0%		
41 and over	9.5% (2)		15.4% (2)
#4. Type of Student			
BA/BS	95.2% (20)	100% (8)	93.3% (12)
post BA/BS	4.8% (1)		7.7% (1)
#5. Type of Setting			
Rural	28.6% (6)		46.2% (6)
Suburban	28.6% (6)		46.2 (6)
Urban	42.9% (9)	100% (8)	7.7% (1)
#6. # of Supervising Teachers			
One	42.9% (9)	12.5% (1)	61.5% (8)
Two	57.1% (12)	87.5% (7)	38.5% (5)
#7. How would you rate yourself as a student teacher, based upon your Final Student Teaching Evaluation?			
Below Average			
Average	4.8% (1)	4.8% (1)	
Above Average	95.2% (20)	95.2% (7)	100% (13)

Appendix B

A Comparison Between the Beliefs of the Researchers and Student Interns By Group

Key: *Majority of respondents differed from researchers' beliefs
****Statistically significant difference at .05 level between PDS and standard groups**

Principle #1: Teach for Understanding

Statement	Researchers' Belief	# of PDS Respondents (%)	# of Standard Respondents (%)
21. The primary responsibility for teachers in schools where inequalities of class, race, and gender are severe is the teaching of basic skills.	Disagree	7 (87.5%) Disagree	13 (100%) Disagree
25. Students who learn to be actively involved in problem-solving are better prepared for today's workplace.	Agree	7 (87.5%) Agree	13 (100%) Agree
28. Cultural background, school curriculum, and teacher practices are the major forces shaping learning.	Agree	5 (62.5%) Agree	12 (92.3%) Agree
40. Teaching for understanding is an instructional approach intended to give students a strong foundation in basic skills.	Disagree	3 (37.5%) Disagree*	2 (15.4%) Disagree*
42. Creating stronger linkages between schools and the outside world helps students see connections with school work.	Agree	8 (100%) Agree	12 (92.3%) Agree
43. The main work of all students ought to be to explain complexity rather than drill and practice to learn basic skills and concepts.	Agree	7 (87.5%) Agree	5 (38.5%) Agree**

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Principle #2: Organize the School as a Community of Learners

Statement	Researchers' Belief	# of PDS Respondents (%)	# of Standard Respondents (%)
10. The classroom teacher is the primary influence on student learning.	Disagree	7 (87.5%) Disagree	5 (38.5%) Disagree**
17. To be effective, a teacher must share a common culture and social outlook with his/her students.	Disagree	5 (62.5%) Disagree	12 (92.3%) Disagree
20. Student learning which incorporates personal initiative and democratic problem -solving are educational frills and not too useful in today's workplace.	Disagree	7 (87.5%) Disagree	13 (100%) Disagree
29. A distinctive characteristic of an exemplary school is its focus on individual students as valued members in a community of learning.	Agree	8 (100%) Agree	12 (92.3%) Agree
34. Active student participation and directed discussion creates a classroom in which everyone learns from one another.	Agree	8 (100%) Agree	13 (100%) Agree
38. Class morale and learning improve when students are involved in making decisions about activities in the classroom.	Agree	8 (100%) Agree	13 (100%) Agree
39. An important task of schools is to build bridges between the traditional school culture, the culture of students, and culture of the community.	Agree	7 (87.5%) Agree	11 (84.6%) Agree
44. Children with special needs should be included in regular classrooms.	Agree	4 (50%) Agree	12 (92.3%) Agree**

Principle #3: Hold Ambitious Learning Goals for Everybody's Children

Statement	Researchers' Belief	# of PDS Respondents (%)	# of Standard Respondents (%)
9. Poor and minority students come to school with cultural deficiencies.	Disagree	7 (87.5%) Disagree	8 (61.5%) Disagree
14. Curriculum and instructional strategies are primarily responsible for creating and maintaining low student achievement.	Agree	2 (25%) Agree*	5 (38.5%) Agree*
15. A teacher's job consists of transmitting information about basic skills and pushing able students beyond basic skills.	Disagree	5 (62.5%) Disagree	5 (38.5%) Disagree*
19. Schools and society play significant roles in creating and maintaining differences in achievement.	Agree	6 (75%) Agree	11 (84.6%) Agree
23. The use of reflection and varied teaching methods are best suited for more advanced students.	Disagree	6 (75%) Disagree	10 (76.9%) Disagree
24. Teachers should look beyond diversity for basic similarities.	Agree	6 (75%) Agree	9 (69.2%) Agree
26. Drawing upon student diversity in the teaching/learning process has little effect on student outcomes.	Disagree	8 (100%) Disagree	13 (100%) Disagree
30. Drawing upon student's diverse backgrounds is only a marginally effective vehicle for transmitting knowledge.	Disagree	7 (87.5%) Disagree	12 (92.3%) Disagree
49. Future teachers need to observe children in day care centers, playgrounds, in homes and in other settings outside of school.	Agree	6 (75%) Agree	9 (69.2%) Agree

Principle #4: Teach Adults as well as Children

Statement	Researchers' Belief	# of PDS Respondents (%)	# of Standard Respondents (%)
11. A teacher's repertoire of content knowledge, skills and routines is nearly complete by the 4th or 5th year of teaching.	Disagree	7 (87.5%) Disagree	11 (84.6%) Disagree
41. Through the process of inquiry teachers, administrators and university professors can come together on an equal basis.	Agree	8 (100%) Agree	9 (69.2%) Agree

Principle #5: Make Reflection and Inquiry a Central Feature

8. Masterful teachers are teachers who develop specialized ways to listen to their students, colleagues, and administrators.	Agree	7 (87.5%) Agree	12 (92.3%) Agree
13. Masterful teachers are teachers who think about their teaching in order to improve their practice.	Agree	8 (100%) Agree	11 (84.6%) Agree
18. The process of understanding and improving one's teaching must start with reflection upon one's own experience.	Agree	8 (100%) Agree	11 (84.6%) Agree
31. A major part of the work of teachers should be to raise questions about professional practice and to think about ways to change.	Agree	7 (87.5%) Agree	9 (69.2%) Agree
32. Recommendations of expert consultants are better suited for improving practice than school faculty recommendations	Disagree	8 (100%) Disagree	13 (100%) Disagree
35. Systematic inquiry about teaching and learning in a school is a frequently used research approach.	Disagree	6 (75%) Disagree	9 (69.2%) Disagree

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Statement	Researchers' Belief	# of PDS Respondents (%)	# of Standard Respondents (%)
36. It is counterproductive for school faculty to make issues of diversity a central part of their professional discourse.	Disagree	7 (87.5%) Disagree	10 (76.9%) Disagree
45. The process of inquiry is not well suited as a means to improve and refine the responsiveness of teachers to student differences.	Disagree	7 (87.5%) Disagree	11 (84.6%) Disagree
47. A key element in changing a school is teachers who reflect and raise questions about their practice.	Agree	5 (62.5%) Agree	13 (100%) Agree**
Principle #6: Invent a New Organization			
12. Instruction and testing designed and recommended by recognized experts should remain the central element of education reform.	Disagree	8 (100%) Disagree	11 (84.6%) Disagree
16. The educational system will be invigorated only if democratic styles of management are adopted.	Agree	3 (37.5%) Agree*	5 (38.5%) Agree*
22. Legitimate responsibilities of school faculty are the development of new forms of school organization and new ways to schedule the school day.	Agree	4 (50%) Agree*	6 (46.2%) Agree*
27. A school's faculty must be engaged in raising questions about school organization.	Agree	6 (75%) Agree	11 (84.6%) Agree

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Statement	Researchers' Belief	# of PDS Respondents (%)	# of Standard Respondents (%)
33. The context of schooling, the work conditions faced by teachers and the social context of the U.S. society are mainly responsible for creating and maintaining low achievement for diverse student learners.	Agree	4 (50%) Agree*	6 (46.2%) Agree*
37. Curricula, grade level and departmental organization probably will remain unchanged in an exemplary school.	Disagree	8 (100%) Disagree	11 (84.6%) Disagree
46. Schools need to be reorganized to balance the individual work of a teacher with working with other teachers to improve instruction.	Agree	7 (87.5%) Agree	11 (84.6%) Agree
48. An exemplary school is a setting in which classroom-oriented educational research should be conducted.	Agree	3 (37.5%) Agree*	6 (46.2%) Agree*

Appendix C
Perceptions of Interns
ED 410: Seminar in Education
Winter '93

Statement	Respondents in agreement		
	All (21)	PDS (8)	Others (13)
#50. My understanding of teaching concepts/ principles was increased by participating in the seminar.	80.9% (17)	87.5% (7)	76.9% (10)
#51. I developed a greater awareness of societal problems affecting learning of students by participating in the seminar.	57.2% (12)	75% (6)	46.2% (6)
#52. One real strength of the seminar was the discussion of teaching practice.	71.5% (15)	75% (6)	69.2% (9)
#53. Problems and issues affecting education were the focus of discussion during the seminar.	71.4% (15)	87.5% (7)	61.6% (8)
#54. Written assignments for the seminar were relevant to my student teaching experience.	57.1% (12)	62.5% (5)	53.9% (7)
#55. Reading assignments for the seminar contributed to a change in my teaching practice.	42.9% (12)	50% (4)	61.6% (8)
#56. I believe that job shadowing of other school personnel (e.g. other teachers, administrators, counselors, etc.) would contribute to my professional development.	85.7% (18)	85.7% (7)	84.6% (11)
#57. I believe that visits to other educational agencies (e.g. ISD, REMC, career centers, etc.) would contribute to my professional development.	100% (21)	100% (8)	100% (13)
#58. I believe that guest seminar speakers would contribute to my professional development.	100% (21)	100% (8)	100% (13)
#59. I believe that case studies about classroom management during the seminar would contribute to my professional development.	85.7% (18)	87.5% (7)	84.6% (11)
#60. I believe that the seminar should be conducted during regular school teaching hours.	47.6% (10)	87.5% (7)	23.1% (3)

Appendix D

Survey # _____
(for data management purposes only)

Student Teacher Development Questionnaire

Introduction

The purpose of this questionnaire is to survey your perceptions about education based upon your student teaching experience. There are no right or wrong answers. Whenever possible, the statements are designed to be based upon your student teaching experience. Where this is not possible, you should respond from your prior experiences.

Instructions

1. Please do not mark on the survey questionnaire. All responses should be recorded with a soft #2 pencil on the answer sheet.

2. All statements have five possible answers. Record your answer by darkening the space beneath one of the response options (1-5) on the separate answer sheet. The response categories are:

    1 = Disagree
    2 = Disagree Somewhat
    3 = Neutral (use this response option as infrequently as possible)
    4 = Agree Somewhat
    5 = Agree Strongly

3. Although some of the statements may seem to warrant a Yes-No response, the response categories allow you to indicate the intensity of your feelings in relation to the statement.

4. Your perceptions based upon your student teaching experience are important. All responses to the survey will be kept confidential and individual student teachers will not be identified.

5. The person administering this survey is available to answer procedural questions, but it is your interpretation of each statement that is important.

6. Please begin the survey by completing the demographic data section and then read each statement carefully. There will be a 45 minute time limit, but completion of the survey is expected to take approximately 30 minutes.

Demographic Data

1. Sex?
    1 = Female
    2 = Male

2. Racial/Ethnic Classification?
    1 = American Indian or Alaska Native
    2 = Asian or Pacific Islander
    3 = Black, not of Hispanic Origin
    4 = Hispanic
    5 = White, not of Hispanic Origin

3. Age?
   1 = 20-25
   2 = 26-30
   3 = 31-35
   4 = 36- 40
   5 = 41 and over

4. Type of Student?
   1 = BA/ BS
   2 = post BA/BS

5. Type of Setting for Student Teaching Experience?
   1 = Rural
   2 = Suburban
   3 = Urban

6. Number of Supervising Classroom Teachers who evaluated you?
   1 = One
   2 = Two
   3 = Three or more

7. How would you rate yourself, as a student teacher, based upon your Final Student Teaching Evaluation?
   1 = Below Average
   2 = Average
   3 = Above Average

Survey Statements

1 = Disagree
2 = Disagree Somewhat
3 = Neutral
4 = Agree Somewhat
5 = Agree Strongly

8. Masterful teachers are teachers who develop specialized ways to listen to their students, colleagues, and administrators.

9. Poor and minority students come to school with cultural deficiencies.

10. The classroom teacher is the primary influence on student learning.

11. A teacher's repertoire of content knowledge, skills and routines is nearly complete by the 4th or 5th year of teaching.

12. Instruction and testing designed and recommended by recognized experts should remain the central element of education reform.

13. Masterful teachers are teachers who think about their teaching in order to improve their practice.

14. Curriculum and instructional strategies are primarily responsible for creating and maintaining low student achievement.

15. A teacher's job consists of transmitting information about basic skills and pushing able students beyond basic skills.

1 = Disagree
2 = Disagree Somewhat
3 = Neutral
4 = Agree Somewhat
5 = Agree Strongly

16. The educational system will be invigorated only if democratic styles of management are adopted.

17. To be effective, a teacher must share a common culture and social outlook with his/her students.

18. The process of understanding and improving one's teaching must start with reflection upon one's own experience.

19. Schools and society play significant roles in creating and maintaining differences in achievement.

20. Student learning which incorporates personal initiative and democratic problem-solving are educational frills and not too useful in today's workplace.

21. The primary responsibility for teachers in schools where inequalities of class, race, and gender are severe is the teaching of basic skills.

22. Legitimate responsibilities of school faculty are the development of new forms of school organization and new ways to schedule the school day.

23. The use of reflection and varied teaching methods are best suited for more advanced students.

24. Teachers should look beyond diversity for basic similarities.

25. Students who learn to be actively involved in problem-solving are better prepared for today's workplace.

26. Drawing upon student diversity in the teaching/learning process has little effect on student outcomes.

27. A school's faculty must be engaged in raising questions about school organization.

28. Cultural background, school curriculum, and teacher practices are the major forces shaping learning.

29. A distinctive characteristic of an exemplary school is its focus on individual students as valued members in a community of learning.

30. Drawing upon student's diverse backgrounds is only a marginally effective vehicle for transmitting knowledge.

31. A major part of the work of teachers should be to raise questions about professional practice and to think about ways to change.

1 = Disagree
2 = Disagree Somewhat
3 = Neutral
4 = Agree Somewhat
5 = Agree Strongly

32. Recommendations of expert consultants are better suited for improving practice than school faculty recommendations.

33. The context of schooling, the work conditions faced by teachers and the social context of the U.S. society are mainly responsible for creating and maintaining low achievement for diverse student learners.

34. Active student participation and directed discussion creates a classroom in which everyone learns from one another.

35. Systematic inquiry about teaching and learning in a school is a frequently used research approach.

36. It is counterproductive for school faculty to make issues of diversity a central part of their professional discourse.

37. Curricula, grade level and departmental organization probably will remain unchanged in an exemplary school.

38. Class morale and learning improve when students are involved in making decisions about activities in the classroom.

39. An important task of schools is to build bridges between the traditional school culture, the culture of students, and culture of the community.

40. Teaching for understanding is an instructional approach intended to give students a strong foundation in basic skills.

41. Through the process of inquiry teachers, administrators and university professors can come together on an equal basis.

42. Creating stronger linkages between schools and the outside world helps students see connections with school work.

43. The main work of all students ought to be to explain complexity rather than drill and practice to learn basic skills and concepts.

44. Children with special needs should be included in regular classrooms.

45. The process of inquiry is not well suited as a means to improve and refine the responsiveness of teachers to student differences.

46. Schools need to be reorganized to balance the individual work of a teacher with working with other teachers to improve instruction.

47. A key element in changing a school is teachers who reflect and raise questions about their practice.

1 = Disagree
2 = Disagree Somewhat
3 = Neutral
4 = Agree Somewhat
5 = Agree Strongly

48. An exemplary school is a setting in which classroom-oriented educational research should be conducted.

49. Future teachers need to observe children in day care centers, playgrounds, in homes and in other settings outside of school.

Questions 50- 60 deal with your perceptions about the ED 410 Seminar, which was taken in conjunction with your student teaching experience.

50. My understanding of teaching concepts/principles was increased by participating in the seminar.

51. I developed a greater awareness of societal problems affecting learning of students by participating in the seminar.

52. One real strength of the seminar was the discussion of teaching practice.

53. Problems and issues affecting education were a focus of discussion during the seminar.

54. Written assignments for the seminar were relevant to my student teaching experience.

55. Reading assignments for the seminar contributed to a change in my teaching practice.

56. I believe that job shadowing of other school personnel (e.g. other teachers, administrators, counselors, etc.) would contribute to my professional development.

57. I believe that visits to other educational agencies (e.g. ISD, REMC, career centers, etc.) would contribute to my professional development.

58. I believe that guest seminar speakers would contribute to my professional development.

59. I believe that case studies about classroom and instructional management during the seminar would contribute to my professional development.

60. I believe that the seminar should be conducted during the regular school teaching hours.

COURSE OUTLINE

Course No. & Title: ED 410 Seminar in Education

Semester: Winter 1993

Credit Hours: 2 hours (undergraduate)

Instructors:

Dr. Robert Hill
Instructor
201 Erickson Hall
Michigan State University
East Lansing, MI 48824
Work: (517) 353-9761
Home: (517) 882-8349

Dr. Carl A. Woloszyk
Associate Professor
1009 Trimpe Bldg.
Western Michigan University
Kalamazoo, MI 49008-5041
Work: (616) 387-3721
Home: (517) 627-5935
Fax: (616) 387-3353

Office Hours: By Arrangement

Seminar Description:

The seminar will be directly related to the student's classroom experiences; it will further the student's practical understanding of research on effective teaching and effective schools, help to refine his/her techniques of effective classroom management and curriculum design, and enhance the student's sense of his/her own teaching style. The seminar will build the student's self-image as a professional as he/she is encouraged to take professional responsibility and to practice professional ethics.

Required Text/Materials:

1. A Report of the Holmes Group. Tomorrow's Schools: Principles for the Design of Professional Development Schools. East Lansing, MI: Author.

2. A VHS video tape for use during classroom presentations.

Course Goals:

Upon completion of this course, a student should be able to:

1. Reflect and write about various principles and practices appropriate to professional development schools.

2. Develop a teaching portfolio containing materials appropriate for a prospective teaching position.

3. Discuss, critique, and implement various instructional strategies and practices for different classroom management situations.

2

SCHEDULE OF DISCUSSION TOPICS		
Session	Goals	Discussion Topics
1 (1/7)		Orientation Initial Impressions
2 (1/14)	1, 3	Teach for Understanding Classroom Management Situations
3 (1/21)	1, 3	Communities of Learning Classroom Management Situations
4 (1/28)	1, 3	Everybody's Children Classroom Management Situations
5 (2/4)	1, 3	Teach Adults as Well as Children Classroom Management Situations
6 (2/11)	1, 3	Reflection and Inquiry Classroom Management Situations
7 (2/18)	1, 3	Multiculturalism Classroom Management Situations
8 (2/25)	1, 3	Collaborative Teaching Classroom Management Situations
9 (3/4)	1, 3	Social Conditions of Schools Classroom Management Situations
10 (3/11)	2, 3	Résumé/Portfolio Development Classroom Management Situations
11 (3/18)	N/A	Parent/Teacher Conferences NO SEMINAR
12 (3/25)	1, 3	Shaping the School Environment Classroom Management Situations
13 (4/1)	1, 2, 3	Evaluation of Student Teaching Experience
14 (4/8)	N/A	Spring Break for Battle Creek Central H.S. NO SEMINAR
15 (4/15)	1, 3	**Portfolio Due** Creating a New Institution
16 (4/22)	All	Role of Supervising Teaching Summary and Evaluation

Conduct of Class:

Discussion, classroom management case studies, individual learning journals, teaching portfolios.

ASSIGNMENT AND DUE DATES	
Session/Date	**Assignments**
1 (1/7)	Learning Journal 1 due
2 (1/14)	Learning Journal 2 due Case Study 1 due
3 (1/21)	Learning Journal 3 due Case Study 2 due
4 (1/28)	Learning Journal 4 due Case Study 3 due
5 (2/4)	Learning Journal 5 due Case Study 4 due
6 (2/11)	Learning Journal 6 due Case Study 5 due
7 (2/18)	Learning Journal 7 due Case Study 6 due
8 (2/25)	Learning Journal 8 due Case Study 7 due
9 (3/4)	Learning Journal 9 due Case Study 8 due
10 (3/11)	Learning Journal 10 due Case Study 9 due
11 (3/18)	NO SEMINAR
12 (3/25)	Learning Journal 11 due Case Study 10 due
13 (4/1)	Learning Journal 12 due
14 (4/8)	NO SEMINAR
15 (4/15)	Portfolio Due
16 (4/22)	Evaluation of Course

Notes:

1. All assignments must be typed and prepared according to format and instructions provided. Careful attention should be given to sentence structure, grammar, and spelling.

2. All assignments must be turned in during Thursday class sessions only. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

3. Classroom instruction activities and presentations are impossible to make up; therefore, class participation points are awarded for these important learning experiences which will have a direct impact on your achievement in the seminar.

Standards of Academic Honesty:

Each student is expected to support academic honesty standards by neither giving nor accepting assistance on tests, by submitting only his or her own work for credit, and by proper use of computer resources, including respect for software copyrights. Violations of the standards of academic honesty will result in appropriate disciplinary action. Such disciplinary action may include: failing grade in the course, reassignment of work, dismissal from the curriculum, probation, or dismissal from the University.

Course Requirements & Evaluation:

Assignment	Possible Points
1. Learning Journals (12 x 25)	300
2. Case Studies (10 x 25)	250
3. Portfolio	300
4. Participation (14 sessions x 25)	350
Total Possible Points	1,200

GRADE	CRITERIA
4.0 (93%)	1116-1200
3.5 (85%)	1020-1115
3.0 (80%)	960-1019
2.5 (75%)	900-959
2.0 (70%)	840-899
1.5 (65%)	780-839
1.0 (60%)	720-779
Failing	1-719

Your name_____

Job Shadowing Experiences

Directions: You are to job shadow several different types of school personnel for approximately 2 to 2 1/2 hours during your student teaching experience. These individuals will include: 1) a counselor, 2) a club, coach or extra-curricular advisor (during practice, meetings, etc.), 3) an administrator, 4) a school support person (cafeteria workers, paraprofessionals, security monitors, secretarial staff, maintenance workers, etc.) 5) a teacher in a different discipline. You are to document your job shadowing experience by completing a 5" x 8" card with the name of the person "shadowed", their position, date and time of the experience, and a brief summary of the event.

Possible questions or areas to discuss during the job shadowing experiences may include, but are not limited to the following:

1. What do you do in a typical day?
2. What kinds of decisions do you make?
3. What kinds of problems do you deal with?
4. What are your likes and dislikes about your job?
5. What education or training is required for your position?
6. What sorts of changes are occurring your occupation? What external factors affect your job?
7. What professional organizations do you belong to?
8. Who do you report to? What rules, regulations, or policies affect your job?
9. What is your relationship with students?
10. What has been the most rewarding part of your job?
11. What jobs have you held in the past?
12. What are your professional goals? What are the advancement opportunities?
13. How does your position support student instruction?
14. Do you have a job description?
15. What involvement do you have with parents?
16. How can teachers support you in your position?
17. How do you think your job is viewed by the community?
18. Are there any local, state, or national laws which affect your job when dealing with students?

Name _____

ED 410 Seminar in Education

Classroom Management Case Study

Directions: Type or word-process a classroom management situation that occurred between students, a student and an instructor, or a group of students and an instructor which required teacher intervention using the following format. Describe the incident as accurately as possible but do not identify the individuals by name.

Title of the classroom management situation: _____

Description of the situation:

Possible intervention strategies:

1.

2.

3.

4.

Preferred intervention startegy (from above alternatives) and rationale:

Name _____

TEACHING PORTFOLIO

Criteria

(300 possible points)

Cover Sheet	Title (5 possible points)	_____
Table of Contents	Content page (5 possible points)	_____

SECTIONS	SAMPLE INFORMATION TO INCLUDE	POINTS ALLOCATED

Section I: Introduction (40 possible points)

Omitted Documentation 0	Need More Documentation 4	Good Documentation 6	Excellent Documentation 8	Superior Documentation 10	
Autobiography		Autobiography (10 possible points)			_____
Résumé		Résumé (10 possible points)			_____
Credentials		Credentials (10 possible points)			_____
Professional Experiences		Description of pre- and student teaching experiences Summary of Education courses taken (10 possible points)			_____

Section II: Personal Competency (personal competencies and behaviors that impact on the teaching/learning process) (50 possible points)

Omitted Documentation 0	Need More Documentation 5-15	Good Documentation 10-20	Excellent Documentation 15-25	Superior Documentation 20-30	
Personal Competencies and Behaviors		Refective statement (30 possible points)			_____
Leadership Activities		(Awards, Certificates, Diplomas) Extra and co-curricular activities (20 possible points)			_____

Section III: Technical Competency (subject matter knowledge) (75 possible points)

Omitted Documentation 0	Need More Documentation 6-15	Good Documentation 8-20	Excellent Documentation 10-25	Superior Documentation 15-30	
Goals for Professional Improvement		Reflective statement (30 possible points)			_____
Documentation of Subject Matter Competency		Summary of content-specific courses taken (30 possible points)			_____
Evidence of Professional Growth		Membership in professional organization Participation in professional conferences Examples of parent and community involvement Seminar activities (job shadowing, learning journals, case studies, etc.) (15 possible points)			_____

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Section IV: Professional Competency (knowledge of instructional planning, management, execution, and evaluation) (75 possible points)

Omitted Documentation 0	Need More Documentation 8	Good Documentation 10	Excellent Documentation 12	Superior Documentation 15	
Personal Beliefs About Teaching and Learning		Reflective statement (15 possible points)			_____
Instructional Management		Diagram(s) of room arrangement Photographs of classroom/lab Bibliography of learning materials, resources, and technology used Examples/picture of bulletin boards, displays, etc. Examples/policies/procedures used for classroom management (15 possible points)			_____
Instructional Planning		Lesson plans reflecting student interests and diverse learning styles Examples of a thematic or integrated unit of instruction Examples of computer and media technology Examples of individualization for special needs students (15 possible points)			_____
Instructional Execution		Examples of student learning activities (assignments, exercises, games, etc.) Audio or videos of lessons Feedback/evaluations from others (mentors, students, administrators, parents) Examples of methods/approaches used (15 possible points)			_____
Instructional Evaluation		Examples of tests/quizzes (oral, written, performance) Examples of other forms of assessment (portfolios, work samples, journals, etc.) Example of grading systems used (mastery learning, variable grading systems, etc.) (15 possible points)			_____

Appearance (50 points possible)

	Needs Improvement 1-4	Acceptable 5-6	Excellent 7-9	Outstanding 10	
I. Grammar, Usage, Punctuation					_____
II. Overall Appearance					_____
III. Accessibility to Materials					_____
IV. Inclusion of Materials					_____
V. Overall Impression					_____

TOTAL POINTS _____

Name _____

ED 410 Seminar in Education

Learning Journal #1

Directions: Type or word-process a one-page learning journal using the following format.

What are your initial impressions of the Battle Creek Central HS facilities ? Reflect on the general appearance of the building, interior hallways, classrooms, library, or other areas which you have observed. How do you think a 16 or 17 year old student feels about the facilities as a learning environment?

Name _____

ED 410 Seminar in Education

Learning Journal #2

Directions: Type or word-process a one-page learning journal using the following format.

What does the phrase "teaching and learning for understanding" mean to you? Why might teaching and learning for understanding require revisions to a school's curriculum and instruction?

Name _____

ED 410 Seminar in Education

Learning Journal #3

Directions: Type or word-process a one-page learning journal using the following format.

What does the phrase "learning community" mean to you? How might you as an instructor create a learning community in your classroom/laboratory?

Name _____

ED 410 Seminar in Education

Learning Journal #4

Directions: Type or word-process a one-page learning journal using the following format.

What rationale or argument can you provide for the concept that teaching and learning for understanding should exist for everybody's children?

Name _____

ED 410 Seminar in Education

Learning Journal #5

Directions: Type or word-process a one-page learning journal using the following format.

Do you agree that continuous learning for teachers, teacher educators, and administrators is necessary ? Why or why not? (provide your rationale) How do you plan to continue your professional development as a practicing professional?

Name _____ _____

ED 410 Seminar in Education

Learning Journal #6

Directions: Type or word-process a one-page learning journal using the following format.

Why is thoughtful long-term inquiry into teaching and learning important for you as a teacher? What behaviors could you incorporate as an instructor to foster inquiry into teaching and learning?

Name _____

ED 410 Seminar in Education

Learning Journal #7

Directions: Type or word-process a one-page learning journal using the following format.

What criteria would you use to measure effective student-teacher relationships? Explain any techniques, processes, or systems which you will or have incorporated into your instruction to help develop effective student-teacher relationships?

Name _____

ED 410 Seminar in Education

Learning Journal #8

Directions: Type or word-process a one-page learning journal using the following format.

Select one school policy , rule, or regulation contained in the school or student policy handbook and evaluate its effectiveness? What, if any, changes would be required to improve its effectiveness? What implications might result from your proposed change(s)?

Name _____

ED 410 Seminar in Education

Learning Journal #9

Directions: Type or word-process a one-page learning journal using the following format.

What solutions, suggestions, or recommendations can you provide to assist teachers and students to become more aware of multi-cultural issues? How can an awareness of multicultural issues assist you in the classroom?

Name _____

ED 410 Seminar in Education

Learning Journal #10

Directions: Type or word-process a one-page learning journal using the following format.

Evaluate the content of a textbook used in one of your classes? Is it appropriate for your students? Why or why not? How can you make the content presented in the textbook "more useful" to the students?

Name _____

ED 410 Seminar in Education

Learning Journal #11

Directions: Type or word-process a one-page learning journal using the following format.

Reflect on one instructional methodology (lecture, discussion, role-playing, cooperative learning, etc.) used by yourself during this semester, which was successful with your students. Analyze why the method worked well and describe what, if any, changes you would make in the future?

Name _____

ED 410 Seminar in Education

Learning Journal #12

Directions: Type or word-process a one-page learning journal using the following format.

Reflect on one instructional methodology (lecture, discussion, role-playing, cooperative learning, etc.) used by yourself during this semester, which was not very successful with your students. Analyze why the method did not work well and describe what changes you would make in the future?